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AUTHOR Lavdis, Donna
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ABSTRACT

Increasingly, schools compete in an environment of limited resources. Sound public relations practices could serve as a vehicle to explain how the public's tax dollars are managed. This annotated bibliography focuses on public relations in schools with a special emphasis on the school business function. Over the last 5 years, seven journals were researched completely, and selected issues of five others examined. A total of 48 bibliographic citations and annotations are listed. (MLF)

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ANNOTATED BIBLIOGRAPHY

PUBLIC RELATIONS & THE SCHOOL BUSINESS FUNCTION

Donna Lavdis
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INTRODUCTION

Investigating the educational literature to find links between the school business function and public relations is difficult. Although we can find information about school business procedures and about marketing schools, we find little to connect the two functions. Increasingly, schools compete in an environment of limited resources. Sound public relations practices could serve as a vehicle to explain how the public's tax dollars are managed and accounted for. We know that schools engage in some public relations when they send out newsletters, have parent visitation days, fund community relations departments, issue annual reports for the district, and engage in political activity to pass school levies.

This annotated bibliography focuses on the public relations in schools with a special emphasis on the school business function. The last five years of the following journals have been researched.

Public Relations Review
Public Relations Quarterly
Public Relations Journal
Journal-Ohio School Boards Association
American School Boards' Journal
Journal of Educational Public Relations
Executive Educator
and selected issues of:
American School and University
Association of School Business Officials
National Association of Secondary School Principals Bulletin
School Administrator
Clearing House

Some of these journals proved to be better sources of information than others. Although the Journal of the Ohio Schools Boards Association and The American School Boards Journal addressed public relations and school business consistently, it was rarely done in depth and many of the articles from these journals were one page or less. They are often reports of talks given to practitioners at the organizations' conventions. The professional journals from the public relations field are not useful to an educational practitioner. Their articles are geared to public relations specialists in the private sector. While several issues might be devoted to planning effective public relations for business or governmental entities, the researcher could not find any issue devoted to secondary and elementary

schools in particular. Journals such as Executive Educator and NASSP Bulletin are situationally specific. Journals in education discuss topics such as publicizing student activities, how to close schools, establishing collaborative links with the community, marketing a magnet school, how to publicize a fund raising event, or how newspapers choose the P.R. releases that they will use. Almost none discuss a sustained district-wide public relations effort that is planned by professionals. Educators seem to view public relations for their school districts in compartmentalized, self-contained areas like those mentioned above. Publicity is planned for the new magnet school or the new curriculum project or the new tax levy, but overall patterns are not detectable. Community relations departments are usually found only in very large districts and are often staffed by people trained in education, not public relations.

It is only within the last few years that people like Lew Arinstead, the 1986 president of the National School Public Relations Association, feels "that school public relations has become a true profession. Educators are just beginning to learn the best ways to develop greater public support for schools."[1]

The Journal of Educational Public Relations is devoted entirely to public relations and schools. Its section called "Case Study" and "Case Study Reaction" present the kind of public relations problems schools encounter and provide suggestions for dealing with them. Their section called "Research" is also of value to educators because it presents survey research. The articles are more detailed than those found in other journals, and try to link public relations theory to the school environment. It was the only journal to bridge the gap between the general work found in public relations journals and the situationally specific ones found in educational journals. For this reason, it is annotated in greater depth. Annotations from other journals were chosen based on their applicability to school public relations or school business.

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[1]Arnistead, Lew. (December 1986). "Introduction To," NASSP Bulletin. 40, (494).

Akenhead, James. (June 1984). "The Treasurer's Role: Past/Present/Future," OSBA Journal. 28, (6), 12-13. Potential confusion can exist in Ohio's dual reporting system. Both the treasurer and the superintendent report directly to the board of education. Because of this, it is necessary to have a clear understanding of the treasurer's job function. Dr. Akenhead describes these treasurer's duties in several areas including public relations. In more than half of Ohio's school districts, the treasurer helps develop public relations regarding the financial status of the school district. This responsibility includes writing articles and annual reports, giving presentations, serving as spokesperson for the board on financial matters, especially to the media, and by recommending additional levies.

Akers, James, T. (October 1986). "The Press Can Be Your Pal," But You Have To Treat It Right," American School Board Journal. 173, (10), 27-29. School districts should work to develop understanding press. Much bad press that schools complain about emanate from board members and administrators who (a) do not follow established policies, (b) consistently violate freedom-of-information and open-meeting laws, (c) are split philosophically on school issues, or (d) don't recognize the mission of the press. Ten points are listed to establish good rapport with the press. They include establishing a press relations policy, appointing a chief spokesman for the board, getting the board to agree on a plan for dealing with reporters, getting to know the reporters, taking initiatives, refusing to cover up issues or lies, providing documentation, learning and using proper English, and avoiding unnecessary executive sessions.

Ascough, Larry. (December 1986). "Managing the School Public Relations Effort: Not an Impossible Task," NASSP Bulletin. 70, (494), 14-18. The author provides a step-by-step guide to help principals identify the kind of public relations help they need and then how to identify the resources that may already be available to them. The principal must identify the public relations resources available in the building. They must reach out to those available in the community and in other areas of the school district. A list of public relations tactics is included to help principals develop a needs assessment.

Benays, Edward. (December 1986). "The Engineering of Consent: An Organized Approach to Public Relations Efforts," NASSP Bulletin. 70, (494), 52-54. Edward Benays is called the father of public relations. His writings done in 1923 are still used to train public relations professionals today.

In this article, he outlines an eight-step plan for achieving public relations goals in a school. He calls this engineering consent. First, goals must be determined. Second, polls should be used to research the schools' publics. Use authorities to bring attitude changes. Use reason with people who will accept reason, persuasion with those who respond to it, and tradition for those groups who identify with traditions. Third, modify goals when necessary. Fourth, plan strategy; the heart of strategy lies in determining the proportions in which one needs manpower, mindpower, and mechanics. Fifth, the public relations organization should be set. Sixth, themes and appeals should be used. A very effective approach, for example, is to give supporters the moral equivalent of immortality by putting their names on plaques and having a ceremony. Seventh, determine timing and plan tactics, and lastly creating the public relations budget. It will cost less than you anticipate.

Brown, Toni. (1987). "Planning & Implementing an Adopt-A-School Program," Journal of Educational Public Relations. 3rd. qtr, 10, (2), 16-23. Lists the steps a school should take when trying to match a local business with a school. Suggests forming an advisory committee, conducting a needs assessment, creating detailed plans and recruiting volunteers. Gives actual examples of Needs Assessment Forms and lists of dos and don'ts and public relations releases.

Childers, John H., Jr. (1985). "Organizational Health," Journal of Educational Public Relations. 3rd qtr, 8, (2), 4-7. How to measure this concept and take remedial action. A healthy climate is conducive to optimal academic learning. An organization's health is composed of focused goals, adequate communication, optimal power equality, a coordination of resources, cohesiveness, morale, innovativeness, autonomy, adaptation, and problem solving. The author includes an instrument to determine organizational health.

Childers, John H. (1985). "Building Rapport--How to Establish Trust, Harmony & Cooperation," Journal of Educational Public Relations. 1st qtr, 7, (4), 13-15. Discusses improved communication between staff, administration and parents to improve rapport and establish trust. Presents examples of people communicating using words that imply visual perceptions of the world, using words that describe auditory perceptions, and using kinesthetic words. When people communicate, they represent their experience of the world by using words that relate to the senses. Identifying these words is essential in establishing and maintaining rapport.

Combs, Jurgen, H. (April 1987). "You Can Improve School-Community Relations," NASSP Bulletin. 71, (498). The author presents public relation strategies from the principal's point of view at the local level. His school used the following techniques. The community was encouraged to use the school's facilities, academic excellence was fostered through honors assemblies, parents were invited, banquets were held for senior citizens and all senior citizens were given special passes for school events. Newsletters and weekly calendar of events were sent to every parent in the community and a special effort was made to contact all new parents. Former graduates were invited back to speak to students especially at career days. Academic progress reports were issued four times a year, and people from surrounding communities from which this school enrolled students were invited to participate in visitors' day.

Cooper, Lyle. (April 1986). "Take the Guesswork Out of School Public Relations with Cost-Versus-Payback Test," American School Board Journal. 173, (4), 52-53. Public relations programs in many school systems flourish and fade according to the level of interest shown by whoever is overseeing the program. They also are assigned many other duties. They are usually not public relations professionals and are susceptible to pressure not only from the superintendent, but also from the board. Thus, the line between policymaking and policy administration becomes blurred. People's attitudes about schools are being shaped by how well they perceive the schools to be doing. A school's reputation is developed over the years and mass media is often influential in confirming the attitude people already hold. Therefore, schools need to measure the cost effectiveness of their public relations programs over the long term. How much does the school district's message cost per contact? A new program should replace an existing program only when the new idea is more cost effective per contact. School districts should measure how many people in the district will get the public relations message and compare it against the amount of employee hours it will take to produce it. If communications effectiveness cannot be measured, it probably isn't there.

D'Aprix, Roger. (1986). "Employee Communication, Designing & Managing a People-Sensitive Process of Internal Communication," Journal of Educational Public Relations. 1st qtr, 9, (4), 4-9. Looks at work cultures and ways to improve them. The author suggests what adversarial traditions need to be replaced. This can be done through timely, complete, and two-way communication.

Ellison, Bonnie. (1985). "Involve Your Total School Staff in Public Relations," Journal of Educational Public Relations. 2nd qtr, 8, 4-7. Effective external communications obtain strength and credibility from effective internal communications systems. School employees should have specific public relations tasks. Included are sample surveys to be used with teachers after they have been on the job six weeks, and one to be used with the entire staff. Suggestions for the superintendent and 11 action suggestions to involve teachers in public relations.

Everett, Ray. (December 1983). "Making Financial Information Understandable," OSBA Journal. 27, (12), 10. The author, a school treasurer, lists tips to help school districts make their financial reports to the community understandable. He suggests it be presented in a direct, concise manner. Avoid distortion of the facts and indicate when rounding of numbers has been done. Express amount in terms of meaningful units or equivalences such as dollar per pupil, loss of x mills. Use one or two page summaries and graphs to illustrate. Use printed question/answer formats to handle anticipated questions because school district formats have grown quite complex in the last ten years. Try to find new ways to explain difficult things like tax credits, fiscal years, revenue forecasting.

Frazier, Lowell. (1987). "Research: Superintendents Initiated Contact Improves School/Press Relations," Journal of Educational Public Relations. 2nd qtr, 10, (1), 25. Superintendents who hold regular conferences with reporters to discuss problems of mutual concern report better press relations for their school district. Superintendents also answered survey questions on how they view the reporters right to know. Their responses differed significantly from the reporters and actually violated some basic tenants of freedom of the press.

Frost, Richard. (April 1983). "Community Surveys Reveal Local Attitudes on School Issues," OSBA Journal. 27, (4), 10. The Northwest Local (Stark County, Ohio) School District conducted an opinion poll to learn the attitudes of their community toward the schools. They used a telephone survey model developed in the Cincinnati Public Schools. Contacts were made by 25 volunteers. The results revealed useful and accurate information about local attitudes. The school district was able to learn about perceived problems in the community. Knowing community attitudes prepared the Board to avoid criticism, and the poll itself showed that the Board cared about their views.

Green, David, W. (1985). "Do Board Members Really Know What's Going On?" Journal of Educational Public Relations. 3rd qtr, 8, (2), 25-27. Board members need information about items they will be asked to vote on and fulfill their role as sources of accurate information, and as board members need information on matters, they will be asked to vote on, they can only act when the information with which they have been given is accurate and often getting that information will require time. Superintendents and boards need to be in tune on the ways they will exchange information.

Holliday, Albert E. (1987). "Public Relations/Communications and Student Achievement," Journal of Educational Public Relations. 2nd qtr, 10, (1), 4-11. Provides inventory to assess school/community relations. This is done to earn public support and adequate financing. The survey instrument includes questions to assess at the district level and at the building level. The author also defines public relations and its relation to some of the effective schools' literature.

Holliday, Albert E. (1987). "Reaction to a Proposed Redefinition of School Public Relations," Journal of Educational Public Relations. 3rd qtr, 10, (2), 4-10. Five contributors discuss the definition of school public relations and say it should be part of school districts mission statement, and points out how cheerleading that school districts so often engage in destroying credibility. Each contributor further elaborates on Dr. Holliday's article in a previous issue which ties public relations and student achievement.

Howlett, Pat. (1986). "Evaluating: A Must & A Plus," Journal of Educational Public Relations. 4th qtr, 9, (3), 25-26. Public relations efforts must be evaluated. The author is the Director of Communication for the Association of California School Administrators and lists the evaluation techniques that this organization uses to judge its effectiveness.

Jackson, Patrick. (December 1986). "How to Build Public Relationships that Motivate Real Support," NASSP Bulletin. 70, (494), 25-31. The goal of public opinion is not favorable opinions or attitudes. The goal of the public relations process is public behavior and schools need to target the publics that are apt to care about education. Evidence shows that the public selects a few opinion leaders who shape decisions and it is with these people that solid relationships are built. Typically, public relations

efforts have emphasized communication strategies, but information by itself will not motivate behavior. Mass media loses clout with our information overload society, but peer pressure and social acceptability supply our need for human verification. Central office public relations departments can get school subjects on the agenda of key publics and boards and superintendents can formulate public relations policies, but it will be left to the individual school to carry out the public relations tactics.

Johnson, Cathy. (December 1986). "The Positive Parent Approach to School Public Relations," NASSP Bulletin. 70, (494), 19-24. Parents in the Dallas Independent School District set goals to discover what community members need to know about their schools and created projects to communicate that information. Parents represent the "satisfied customer" component of the educational world and can serve as a mouthpiece for the schools. Businesses were contacted to provide funding for their public relations efforts, but minimal funds are required. Things like recognizing outstanding graduates and sponsoring teacher recognition campaigns were common, but perhaps one of the most interesting public relations efforts involved contacting real estate agents. Fact sheets were produced for realtors which included a map of school boundaries, information about academics, parent involvement, extracurricular activities, outstanding futures, special incentives, pupil/teacher ratios and feeder patterns. Each fact sheet lists the name of a positive parent contact who can answer questions.

Karpinski, Joseph R. (1985). "Recognizing the Achievements of Your Staff," Journal of Educational Public Relations. 2nd qtr, 8, (1), 22-26. Presents ideas of how to thank, praise and reward employees for their accomplishments. The article is based on surveys returned from members of the Pennsylvania and National School Public Relations Association & Administrators Workshop. Suggested public relations activities are listed along with a list of whose responsibility it might be. A very extensive list was compiled showing how school districts recognize their staffs.

Kendall, Brian E. (1986). "Breaking with Tradition," Journal of Public Relations. 4th qtr, 9, (3), 4-9. The benefits of a circular site-based communications network are explained. Diagrams are included to show the advantages of communication based or networking instead of traditional pyramid structure. In this model, the public relations person serves as a coordinator rather than as a controller. Each school site administrator is held accountable for a public relations function.

Lamb, Richard, and Phillip West. (1986). "Research-Selected Public Relation Evaluation Criteria Viewed Similarly by Superintendent & Board President," Journal of Educational Public Relations. 2nd qtr, 9, (1), 14-16. Reports survey results when Board President and Superintendent were asked to judge the usefulness of 25 selected public relations strategies. The top three strategies as rated by the superintendent were special effort is made to involve business community, special recognition is made of those show helped the schools, and district information is made available. The Board's most effective strategies as listed by the Board President were district information is made available, special recognition is made of individuals who help the schools, and open house is held.

Margurger, L., Anne T. Henderson, and Theodora Ooms. (1986). "Developing a Family-School Partnership in Every School," Journal of Educational Public Relations. 2nd qtr, 9, (1), 4-9. Principles to increase parent involvement. Lists basic principles of an effective family-school partnership and emphasizes how these elements change at different grade levels.

Marinelli, Francis. (November 1985). "Improving Community Relations," Excerpt of talk given at OSBA convention, OSBA Journal. 29, (11), 6. A board member of the Willoughby-Eastlake Board of Education (Ohio) reported some of the ways their board worked to improve public relations. The board meetings were televised on cable television and started to publish their own monthly newsletters, regular school status meetings were scheduled throughout the community to keep the public informed. Public hearings on major policy issues have been held and community surveys on such issues as transportation and raising academic standards have been conducted. Parent advisory councils have been formed in the high schools and latchkey programs have been started.

McLaughlin, Mike. (1986). "The Superintendent and Parent Leaders," Journal of Educational Public Relations. 1st qtr, 9, (4), 15-16. Calls for liason with superintendent and parent leaders with regularly scheduled meetings. These meetings allow the superintendent and parent to interact informally and on a personal basis. It also gives the superintendent frequent and easy access to these people.

Meyers, Kenneth, and George Pawlas. (February 1987). "Be an Old News Pro When You Put Out That Newsletter," Executive Educator. 9, (2), 25-26. The author, a principal, lists 21 tips for producing a high-quality school newsletter. First

allow adequate time and personnel to do a good job. Be positive, mention lots of people, be selective about material that is included, interact humor, make it easy to read by using colorful lively writing, proofread it, involve local business, and look to other districts for their ideas.

Nebgen, Mary K. (1985). "Marketing & the Management of Public Schools," Journal of Educational Public Relations. 3rd qtr, 8, (2), 20-24. A responsive organization insures that its relevant public is provided with opportunities to suggest changes. Suggestion system should be built in components of any marketing plan and marketing plans are developed around customer philosophy. The school should create an organizational image and build organizational support. Internal and external channels of communication should also be developed. Learn how to work with media and how to communicate to non-parents. Differentiate the products and provide channels for feedback. All public relations programs should be evaluated.

Novatis, Barbara. (1986). "Conducting a District Marketing Program with a Cross-Section Team of Employees," Journal of Educational Public Relations. 1st qtr, 8, (4), 8-11. Gives tips for creating a school district wide marketing team, provides inservice and helps classified staff generate goodwill by sponsoring community activities.

Ordovensky, Pat. (December 1986). "Dealing with the Media: Honesty is the Best Policy," NASSP Bulletin. 70, (494), 35-37. People who are charged to represent schools when speaking to the media need to be straight forward. They should not hedge, mislead, or obfuscate issues. It pays school districts to get to know personally the people who cover their school district. Understand that reporters earn their living by asking questions and most are routine. Be candid.

Rich, Dorothy. (1986). "The Forgotten Factor in School Success -- the Family," Journal of Educational Public Relations. 3rd qtr, 9, (2), 23-27. Recommendations for the development of programs to enhance the impact of schooling by involving family recognition are categorized under three topics: the family, the school, and the community. This article covers the importance of family involvement. Includes a 20-question checklist.

Rose, Curtes. (1986). "Effective Employee Relations Will Reduce Conflict in the Bargaining Process," Journal of Educational Public Relations. 2nd qtr, 9, (1), 30-31. Recognizing

employee achievements will reduce conflict and will encourage employees to put forth an extra effort. Administrators need to be motivating communications and need to be supportive. Lists nine personal functions.

Sellers, Jim. (April 1984). "When Newshounds Nip at Your Heels, Don't Kick, Cooperate with Kindness," American School Board Journal. 171, (4), 41-42. The author is a former education reporter and makes a compelling argument for treating the press with cooperation, compromise, and communication especially if the school district has been encountering negative press coverage. The author suggests administrators be friendly and approachable. Newspaper people are more likely to talk to you then--even listen to follow-up answers that enhance public understanding. Administrators should also be available, responsive, and visible. Reporters have deadlines. If you don't return their calls, they will write and print the story without your input. Many problems can be avoided if one is prepared for interviews, answers clearly, stays on the record, and gives correct information. The author gives specially pointed advice when he lists the things administrators should not do. Don't talk "off the record", don't write shrill letters to the editor complaining about the press, and don't use educational jargon.

Tallman, Clifford. (December 1985). "How to Market Your Schools," OSBA Journal. 29, (12), 31-32. The author, a board member, points out the following. Marketing strategies are a management function, they are planned systematic two-way programs between the schools and the community, and they should serve to stimulate better understanding of the goals, rules and objectives of the school district. They should be designed to encourage public interest in education, and their major goal is to win public understanding and support.

Terril, Sandi. (May 1987). "Place These Five Functions at the Top of Your Public Relations Plan," Executive Educator. 9, (5), 22. The author is a principal/superintendent of a school district with a K-12 enrollment of 332. The neighboring community depends on the school for entertainment and activities. Her list of 'must do' public relations activities include setting a calendar of yearly events and including in that calendar all pertinent information about the school district. The district publishes a monthly newsletter and many names are always highlighted. It summarizes the weeks' events and lets them know of any potential problems. The superintendent calls parents frequently and writes "official" thank you notes to staff and students so

they can be taken home. Contributions and achievements should be recognized.

Thiede, Robert. (August 1983). "Public Relations Should be an Inside Job," OSBA Journal. Dr. Thiede, superintendent of Brown County Schools, points out how haphazard and non-systematic many school public relations programs are. He believes that internal programs must be addressed before school districts go "public." Public relations should not be an emergency measure. He quotes from Morris Rothman who says public relations should be an integral part of every firm's planning. It goes well beyond publicity and the staging of events. It involves executive strategy sessions, political expertise, the management of the entire communication network. Every district should conduct a public relations audit (an audit questionnaire is included) to determine what their internal public knows about the school district and to focus on ways the employees can be used to promote the school district. Nothing creates poorer community public relations than the custodian who brags about his light workload, the secretary who complains about disorganized work tasks, and bus drivers who complain about unruly students. In addition, the author presents guidelines for boards to follow when they write public relations policies for the district.

VanWinkle, Harold. (December 1976). "The Clerk's Office & Public Relations," speech presented at OSBA convention, OSBA Journal. 20, (12), 35. The speaker felt treasurers were called upon to give people complete and unbiased information. Facts should be kept simple, and he suggested educating students about the financial aspects of operating schools. Their attitudes had influence at home with their parents. The moderator of the panel, Dorothy Galloway, suggested that public relations could be improved by sharing results of board proceedings with the staff, inviting business education staff to understand the operation of central office by inviting the public to board meetings and helping them find ways to participate.

Walker, John. (1987). "Local Opinion Polling--The Benefits of Polls and How to Conduct Them," Journal of Educational Public Relations. 1st qtr, 9, (11), 10-14. Explains polling methods, who to poll by phone, how to obtain interview, how to process responses, how to prepare the report, and how to evaluate the process. Gives sample instruments.

Walls, Michael. (April 1984). "Try These Eight Nifty, New Public Relations Ideas to Help Spread the Good School Word,"

American School Board Journal. 171, (4), 42-43. The author, a superintendent from Beloitt, Wisconsin, gives tips to help with external and internal public relations. Suggestions include sew-on excellence patches that emphasize academic excellence and are presented at board meetings, taped radio messages which use students to advertise positive events in the school, end of the year newspaper ads purchased by the board to publicize their biggest achievements, teacher of the month awards (but ones presented by community organizations), all-school picnics, T-shirts for staff members babies, and a special social club for all of the schools staff who served over 25 years in the district.

West, Phillip, T. (1985). "Professors Favor Community Involvement as a Public Relations Strategy," Journal of Educational Public Relations. 1st qtr, 7, (4), 10-12. Lists survey results indicating that educational administration professors ranked citizen interaction and involvement highest as a public relations strategy when asked to consider them as keys to community understanding and support. Subsequent items pointed to the growing importance of a marketing approach to educational public relations.

West, Phillip, T. (1986). "Teacher & Student Strengths Should be Publicized," Journal of Educational Public Relations. 3rd qtr, 9, (2), 22. Evidence is growing to show that marketing has a place in public schools. Present survey information pertaining to attitudes on this topic. Shows that public relations and media techniques can be used to strengthen the school's image in the community.

West, Phillip, and Holliday. (1986). "A School System Reinforces Its Link with Community through Curriculum," Journal of Educational Public Relations. 2nd qtr, 9, (1), 24-29. How an individual school district worked with a national publisher to develop localized social studies curriculum in Vancouver, Washington. Details how the curriculum materials were developed.

Wherry, John H. (December 1986). "A Public Relations Secret: Enlist Staff for Public Relations Effectiveness," NASSP Bulletin. 70, (494), 3-13. Research shows that the most powerful way to form an attitude is through personal contact and the most important way to present schools to the community is through the day-to-day contact with the staff, including the classified staff. The author is executive director (1986) of the National School Public Relations Association and gives the idea that this organization provides to school administrators. Ideas for topics include

school-family meetings, internal staff communication, external communication, school public relations staff meeting discussions and building level public relations. Public relations is not just press releases or publicity, but should include the contact that the school staff has with individuals in the community.

Whitten, Christine, G. (December 1986). "Ten Years of Excellence Brochure Gets the Message Across," NASSP Bulletin. 70, (494), 38-40. Describes the public relations program of Eleanor Roosevelt High School in Maryland. This school offered rigorous courses and rigid grading standards based on a tough science and technology curriculum. Students attending the school represented the top five percent in the nation yet universities knew little of the school. An extensive public relations campaign was undertaken to create a professional brochure to market the school. The articles list the criteria upon which the brochure was developed.

Willis, Charles. (1987). "Strengthening the Bonds between the School and the Community," Journal of Educational Public Relations. 1st qtr, 9, (4), 28-31. Gives tips on how school districts of various sizes drew parents into life of school and themselves into the community.

Yoder, Sharon Logsdon. (1985). "Five Steps to Develop an Internal Communications Plan," Journal of Educational Public Relations. 1st qtr, 7, (4), 24-27. Employees should learn of important matters through effective internal channels. Creating this channel involves asking employees how they feel about their employers, finding out how they get their information, identifying the audiences they need to reach, and creating a plan. A list of 50 communications ideas is presented.

Zakariya, Sally Banks. (1987). "Extra: Three News Pros Tell How to Score with the Press," Executive Educator. 9, (8), 19-20. School districts must remember that newspapers cover the unknown, the unusual, and the aberrant. While they might like to print "happy" news about schools and positive stories about what they are doing, they often do not. School stories are not considered as important as politics. It is important to get to know the reporter who is covering the school districts and get to know him well. Make sure there is someone in the district designated to talk to the reporter, and one the reporter can count on for factual, accurate information. Spokespeople get a better hearing than press releases. Don't ever give inaccurate

information to the press and don't be afraid to hold reporters accountable for getting the facts straight.

Zenke, Larry. (1987). "Creamed by the Press? Try this Media Relations Recipe," Executive Educator. 9, (8), 21-30. Newspapermen and women often admit that negative news arouses public interest. This article explains the methods that the superintendent of Tulsa, Oklahoma used to frame and publicize their own response to A Nation at Risk. The author feels that sliding public confidence and inadequate funding are the direct results of keeping too low a profile. Suggestions include treating the members of the press as professionals, finding answers if at first you must say you don't know something, never saying "no comment," admitting mistakes, using plan English, providing your home phone number, encouraging reporters to cover big issues, passing news along, maintaining updated biographies of all top administrators and board members, alerting reporters if events are cancelled, and not playing favorites.